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The relationship between maternal involvement and child adjustment in two parent and single parent families.

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A minor dissertation submitted in partial fulfillment of the requirements for
the award of
the degree of Masters in Psychological Research



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Compulsory Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution and quotation in this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature:..... Date:.....

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ABSTRACT

This study explored the relationship between maternal involvement and child adjustment in two parent and single parent families. This study examined whether the amount of involvement by mothers differed according to family structure and whether greater mother involvement was associated with better adjustment in children. The study further examined to what extent maternal involvement accounted for the child's adjustment when other factors such as socio-economic status (SES) were taken into account. The variables of interest were measured using the Crown-Marlowe Social Desirability Scale, a Demographic Information sheet, the Alabama Parenting Questionnaire (APQ), The Revised Child Report of Parent Behaviour Inventory (CRPBI) and the Strengths and Difficulties Questionnaire (SDQ). These were administered to 162 participants (79 boys and 83 girls) in grades six and seven. The participants were from three different schools in Cape Town representing a high SES, medium SES and low SES school. The data were analyzed using correlations and multiple regression. The results indicated that the amount of maternal involvement had no significant association with family structure (whether the child lived with a single mother or both parents). Lower SES was associated with more total difficulties experienced by the children as reported by parents. Boys reported more adjustment difficulties than girls. Nevertheless the findings indicated that children who reported greater involvement (acceptance and support) from their mothers had fewer adjustment difficulties even after social desirability, SES and gender were taken into account.

Key words: maternal involvement, child adjustment, two parent families, single mother family.

Child development and adjustment are complex notions influenced by social context and the environmental exposure which the child experiences. Numerous studies (Louw & Edwards, 1997; Louw, Van Ede & Louw, 1998; Santrock, 1997) have explored the important role of parenting practices and styles and their association with child adjustment. These areas of study are vital for everyday human life, both in terms of theoretical knowledge and practical usage. In recent years, there has been a shift from looking at child adjustment in general universal terms to considering more specific child outcomes such as emotional, academic, physical, social or behavioural adjustment. There has also been a shift from studying broad parenting styles and practices to more specific dimensions of parenting. Some more specific dimensions include areas such as corporal punishment, discipline, parental monitoring, supervision, support and acceptance. The educational arena has stimulated a fresh interest in the parenting dimension of “parental involvement”. According to Baer (1999), Grolnick, Ryan and Deci (1991) and Kim (2002), parental involvement is an important variable that can holistically and positively influence the child’s social, emotional, psychological and physical development and well-being. Parental involvement as a term describes the extent to which parents are actually implicated, concerned and occupied in their offspring’s lives. Research suggests that parents who are characterized as warm, accepting and involved tend to have children who are more competent with peers, more emotionally stable, physically healthy and excel in academic performance (Finley, Mira & Schwartz, 2008; Phares, Fields & Kamboukos, 2009). However, there is still a need for further exploration of the importance and impact of parental involvement as related to specific aspects of child adjustment within the context of family life.

The research study= explores the relationships between maternal involvement, child adjustment and family structure. It is a quantitative study using correlations and regression analyses. Chapter one of this dissertation is the literature review. It highlights all the previous and current research on maternal involvement, family structure and children’s emotional, social, conduct and behavioural adjustments. Chapter two is the method section; it includes the research questions, participants, materials used, procedure and ethical considerations. Chapter three presents the research

results, including the data analysis. Chapter four is the discussion section where all the research findings are explored and draws attention to the contributions and limitations of the research findings.

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1) CHAPTER ONE – LITERATURE REVIEW

1.1) Chapter Introduction

Developmental psychology as a discipline has a well documented and rich history of research in the area of parenting and child development and adjustment. This chapter will explore the research and literature on the relationship between parents and children in middle childhood. It also explores the literature on mother involvement, child adjustment and the family context in which this relationship exists.

1.2) Family as a Context for Parenting and Child Adjustment

1.2.1) Defining family

Anderson and Sabatelli (1999) define family as an interdependent group of individuals who have a shared sense of history, experience, some degree of emotional bonding and strategies for meeting the needs of individual members and the group as a whole. A clear identity for the family as a whole and for the individual members should be established. A family should embrace the development of clearly defined boundaries between the family and the outside world and between individual members within the family. The management of the family household including chores and finances is an imperative part of family life. A family should create a warm and nurturing emotional environment where they learn to cope with the stressors encountered over time. According to Stewart and Dunn (2006) family is the idea of individuals as subsystems which form part of the whole system. Each individual is mutually dependent on and mutually influenced by every other family member. When understanding family in terms of a system a central dimension is family “tasks”. Family tasks are the essential responsibilities; the family will have tasks that they fulfill for society and family members alike.

1.2.2) Family Structure

There are different types of families such as nuclear (both mother and father), single parent, extended (including other family members such as grandparents), step families and so on. Anderson and Sabatelli (1999) understand family structure as comprising both family composition and organization. Family composition refers to the family's

membership (who makes up the family). Family organization refers to the unique set of rules governing the patterns of interaction within the family.

1.2.3) Single Parent Families

Single parent families can be defined as families in which the household and family system is run by one single parent (Anderson and Sabatelli, 1999). Single parent families often result from death, divorce, separation, choice or desertion. Research done by Rubin and Chung (2006) shows that in South Africa mothers head about ninety percent (90%) of single parent families and that most of these families result from divorce. A study done by Baer (1999) investigated the effects of family structure on child adjustment. The results showed that children from divorced families had higher rates of conduct disorders and poorer social functioning. In addition, children from single parent families were more likely to show problem behaviours than those from two parent families. A study done by Carlson and Corcoran (2001) yielded similar results that children from single mother families showed more behavioural and emotional problems. Their study further suggested that absent fathers, non-availability of male role models and a lack of emotional support are contributing factors to childhood delinquency.

1.3) The Parent-Child Relationship

According to Herring and Kaslow (2002) the emotional bond between parents and children is key in psychological development and functioning. Through this emotional bond attachment develops and the interaction between parent and child is encouraged. Through positive, consistent nurturance and interaction a healthy parent-child relationship develops. The quality of the relationship between parent and child is largely influenced by the parent's own personal history of how they were parented (Mansell, Pope & Bradley 1996).

1.3.1) Mothers and children

A study by Power and Hill (2008) showed that maternal protectiveness develops during pregnancy. Three domains of maternal protectiveness were identified. The first of these was protectiveness around household objects and activities outside of the home. The second was protectiveness of withholding upsetting information from the individual and the last was protectiveness around media usage. Their study showed that maternal protectiveness is an inherent characteristic mothers have which influences the mother child relationship significantly. Research by Bank, Forgatch, Patterson and Fetrow (1993) indicates that mothers have a unique attachment with their children; they exhibit emotions such as love and empathy. Their research also shows that numerous contextual factors such as absent fathers, socio-economic status and stress are associated with the mothers' parenting practices.

Kretchmar and Jacobvitz (2002) examined the transmission of maternal care giving across generations. Their research showed that boundary patterns and attachment styles were transmitted from mothers to their children and a re-enactment of these are evident with their own children.

1.4) Conceptual Models of Parental Involvement

Parental involvement has no common worldwide definition as researchers and scholars are still developing a concrete understanding of the term. Parsons and Bales (1955) laid the foundation on which our understanding of parental involvement has developed over time. Their study suggested that parenting can be divided into various dimensions and that involvement is a crucial dimension with far reaching influences on children. Their study provided a division of parental involvement into instrumental and expressive components which were largely distributed by the gender of the parent. Fathers fulfilled the instrumental role of involvement through actual time spent teaching their child whereas mothers fulfilled the expressive component through support and acceptance of the child. Although more recent models of parental involvement place less emphasis on gender roles, as a number of writers agree that parental involvement comprises two main themes the actual time spent with the child and the acceptance and support given by the

parent. For example, Grolnick and Slowiaczek (1994) describe the term “parental involvement” as the degree of quality time and support which the parents provide and make available to their children. According to Georgiou and Tourva (2007), parental involvement can be defined as incorporating many different behaviours and practices, including parental aspirations, expectations, attitudes and beliefs regarding the child’s development. A recent study done by Finley, Mira and Schwartz (2008) explored parenting roles and has shown that parental involvement is a highly differentiated construct with many different domains of a child’s life in which a parent may or may not be involved. According to Finley et al (2008), parental involvement as a construct is the actual time spent with the child in conjunction with the child’s perception of the parents’ level and quality of involvement. Finley et al. (2008) further argue that the child’s perception of their parents could include high levels or low levels of involvement and that the quality of involvement should include the child’s feelings of warmth and acceptance.

Altmann, Rossi, Lancaster and Sherrod (1987) instituted a multidimensional model of parental involvement to holistically conceptualize the term. The multidimensional model further breaks down the ‘time spent with the child’ dimension of parental involvement into three distinct categories. These categories are firstly ‘interaction’ where the parent interacts with the child in one-on-one activities, also viewed as engagement (e.g. having a discussion). The second category is ‘accessibility’ where the parent is physically and psychologically available to the child (e.g. children are in their rooms and parents are in the kitchen). The last category is ‘responsibility’ where the parent assumes responsibility for the care and welfare of the child (e.g. making sure that homework is completed). These three categories of interaction, accessibility and responsibility help one to define, conceptualize and measure parental involvement. McBride, Schoppe and Rane (2002)) further explored these three categories as seen in figure 1 below using examples to clarify our understanding of each category.

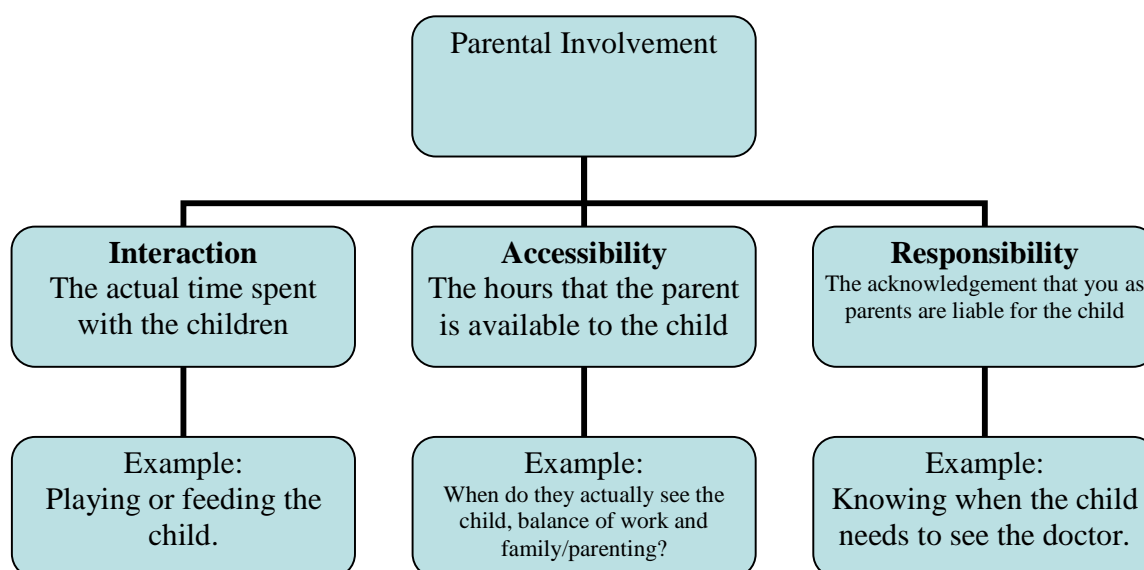


Figure 1: Multidimensional model of parental involvement
(Adapted from McBride et al, 2002)

For the purpose of this dissertation parental involvement is described, understood and measured as the ‘time spent’ with the child and the ‘quality of acceptance and support’ experienced by the child.

1.5) Factors Influencing Parental Involvement

There are a number of factors which influence and impact on the involvement of the parents with their children. These factors are important and must be considered when trying to understand the nature of parental involvement.

1.5.1) Parents’ education

According to a study done by Grolnick, Ryan and Deci (1991), the level of the parents’ education and academic status impacts on whether they are highly involved in their children’s lives or not. Their study showed that parents who were more knowledgeable about parenting skills and how to rear a child were more involved and were perceived by their children as being active parents. Grolnick et al. (1991) further suggest that educated people tend to read more on how to improve their parenting and the results of their study showed that many parents practiced what they read. This directly influenced their

relationship with the children. A study done by Englund, Egeland and Collins (2008) yielded similar results: adults and parents who had a substantial education were more likely to be involved and to influence the younger generation or their children to succeed.

Coley and Morris (2002) did a study exploring how parental involvement was influenced by low income and its consequences, one of them being a lack of education. Their study yielded results that parental involvement was influenced by low socio-economic status and this interaction had a huge influence on the parent's lack of education and the child's lack of education. This study has highlighted an important cycle which exists, where the lack of education is transferred from one generation to another, influenced by different factors such as family and socio- economic status. This lack of education negatively influenced the parents' level of involvement with their children.

1.5.2) Parents' characteristics

Georgiou and Tourva (2007) add that every individual parent has his or her own characteristics (for example some are more affectionate than others) and that these individual characteristics influence their involvement. Their study suggests that individuals who are naturally empathetic, caring, affectionate, loving and thoughtful are more involved with their children. Another recent study by Oliver, Guerin and Coffman (2009) suggests that numerous factors contribute to individual differences in parenting behaviour, and parental personality plays a major role because it relates to both the way mothers and fathers execute the parental role as well as the quality of their close relationships. On the contrary a study done by Locke and Prinz (2002) exploring parental involvement and nurturance, suggests that parents' individual characteristics play a relatively small part in the child's development and adjustment. Their study suggests that parenting styles, parenting practices and discipline are much more influential and essential for the child's development.

1.5.3) Socio-economic status, Employment and Culture

Research done by Renson, Schaefer and Levy (1968) showed that various institutional factors such as employment interfered with the level of parental involvement as some

parents have to work to maintain the family. Their study suggested that occupation, education and income are distinct but related concepts measuring aspects of social class, there being both independence and interdependence among these concepts. Their results showed a strong correlation between education and occupation which in turn influenced income and this correlation had a direct effect on socio-economic status. According to Coley and Morris (2002), the socioeconomic status of the family is a strong predictor of parental involvement and child adjustment. Their study tested and explored the correlations between parental involvement, child adjustment and the socio-economic status of low income minority families. Their results showed that parents from low income families are often less involved in their children's lives as they spend more time and energy at work trying to provide for the family's basic needs. Most parents would be occupied with making money and providing their children with the basic necessities of life such as food, shelter, clothes and school fees.

Research by Bolger, Patterson and Thompson (1995) showed that living in economic hardship may expose parents to a multitude of stressful life events and conditions such as marital discord, family illness, criminal victimization and inadequate housing. Parents will have little or no control over these stressful life conditions. Their research suggests that under conditions of such economic hardship and psychological distress parents are more likely to use harsh discipline and physical punishment. Parents will be less likely to be involved, supportive and affectionate with their children. Bolger et al. (1995) also found that mothers of low socio-economic status knew less about their children's school performance, had less contact with teachers and were less likely to manage their children's school achievements.

A study done by Hango (2007) supports the argument that socioeconomic status influences parental involvement. However, his results suggest that families in disadvantaged socioeconomic situations should in fact encourage high parental involvement as this could potentially alleviate the socioeconomic situation. This is because children, who feel loved, valued, accepted and worthy by their parents are more competent and self motivated to find employment and improve themselves.

Research done by Duch (2005) suggests that the culture of the family could also impact on the level of involvement. Some western cultures encourage autonomous and independent behaviour in children from a very young age and this could be viewed as a low level of parental involvement. In contrast, parents in many African and Asian cultures are encouraged to keep their children close to the family and be very involved. Kim (2002) investigated the relationship between parental involvement and children's educational achievement in Korean families. The study showed that in this Asian culture parents are encouraged to be very involved in their children's lives and the children in the study all excelled in their academic performance. These factors of socioeconomic status and culture are important to acknowledge.

1.5.4) Marital Conflict

According to Koblinsky, Kuvalanka and Randolph (2006), marital conflict can be defined as openly expressed anger, aggression and disagreement between husband and wife. They understand conflict as being a fight, struggle, disagreement or clash of some sort. Interactions between maritally distressed couples are marked by mutual negativity, escalating anger and physical aggression. According to Cummings and Davies (2000), there are various reasons for marital conflict including incompatibility, role confusion, behavioural contingencies, dissatisfaction, differences in parenting styles and a lack of communication. Marital conflict has a direct effect on parental involvement and child adjustment. A study done by Fauchier and Margolin (2004) showed that marital conflict has both direct and indirect effects on the parent child relationships and the level of parents' involvement with their children. The study showed that children respond and adjust to marital conflict by either internalizing or externalizing their behaviour.

Research done by Cummings and Davies (2000) has shown that when parents feel depressed, stressed or occupied with other life events they tend to spend less time with their children. When parents disagree there is an automatic shift of that stress onto the children, and in most cases they are not even aware of this transfer. When parents argue

they create an intense negative environment for their children and because they are unaware of how to manage the situation they withdraw.

A study done by Grych, Seid and Fincham (1992), suggest that when marital conflict is present the children will feel threatened for a number of reasons and parents will be less involved. Some children who blame themselves for the marital conflict may experience greater distress and shame and may be more likely to intervene in the conflict. Others might experience deficits in self esteem or symptoms of depression. Their study shows that the presence of marital conflict has a negative effect on parental involvement and impacts the child's adjustment emotionally, socially, cognitively, physically, spiritually and behaviourally.

1.5.5) Family Communication and Family Cohesion

Family communication and cohesion are important factors influencing the level of parental involvement. Research done by Baer (1999) shows that communication occurs when family members negotiate and define the nature of their relationships. Parents are largely responsible and accountable for the execution of family communication and cohesion with minor children. Positive open communication facilitates family functioning by enabling family members to share their changing needs and preferences. When the communication link within a family is encouraged and supported within a secure and safe environment, both parents and children will feel comfortable to express themselves. Family communication promotes family bonding and thus parents will display higher levels of involvement in their children's lives (Baer 1999).

Research done by Kovan, Chung and Sroufe (2009), supports the understanding that communication between family members promotes and encourages family bonding. Family bonding and cohesion refers to the connectedness between family members. Cohesion levels between the family members are significantly tied to the family's effectiveness in dealing with stress and developmental change. Their research further suggests that the child's perception of their parent's involvement is directly influenced by family communication and cohesion.

1.5.6) Gender of the Parent

Research done by Parson and Bales (1955) suggests that parental involvement can best be defined and understood in terms of parent gender roles. Their early research divided parental involvement into instrumental and expressive components distributed by the gender of the parent. Therefore, their research strongly supports the idea that the gender of the parent influences the nature and level of involvement. A study done by McBride, Schoppe and Rane (2002) explored how the gender of the parent, involvement and the gender of the child are inter-related. Their results indicated that children perceived their mothers' involvement in terms of emotional intensity and their fathers' involvement on a sociability and activity level. Their study further suggested that the gender of the child greatly influences their perception of the parent's level/ nature of involvement. Girls perceived their mothers as being more emotionally involved and their fathers as displaying higher levels of overall involvement. Boys, on the other hand perceived their mothers as displaying higher levels of overall involvement. Thus, the gender of the parent and child are important variables.

Research done by Coley and Morris (2002) suggests that when comparing maternal and paternal involvement it is imperative to acknowledge social norms and demographic patterns. Their research suggests that over the past two decades non-marital births and non-resident fathers have increased thus it is important to examine and acknowledge these when exploring parental involvement and parent gender. A study done by Updegraaf, McHale, Crouter and Kupanoff (2001) focused on the comparison between maternal and paternal involvement and the child's peer relationships. Their study showed that mothers are more knowledgeable about their child's peer relationships and peer experiences. Mothers and fathers respectively tended to spend time with the same sex child and in same sex peer- oriented activities.

Wong, McElwain and Halberstadt (2009) explored the relationship between children's emotions and the levels of involvement of mothers and fathers respectively. Their study showed that when the child experiences positive emotions both mothers and fathers show

high levels of involvement and support. However when the child experiences negative emotions mothers show high levels of involvement and support whereas fathers withdraw and show low levels of support.

A study done by Phares, Fields and Kamboukos (2009) explored fathers' and mothers' involvement with their children. Results showed that mothers were more responsible for the child's discipline and daily care whereas fathers were more responsible for the child's activities. Therefore it is evident through various research studies that the gender of the parent is an influencing factor on parental involvement.

1.5.7) Parenting Practices and Parenting Styles

Locke and Prinz (2002) suggest that parental involvement is largely influenced by parenting practices and parenting styles. Parenting practices are viewed as those techniques which have a direct effect on the development of specific child behaviours and characteristics. Parenting style is understood as a constellation of attitudes that are communicated to the child and create an emotional climate in which parents' behaviours are expressed, such as tone of voice, body language and so on. Louw and Edwards (1997) explore three well documented parenting styles. Firstly, authoritarian parents exert strict control, absolute obedience and they do not encourage independence and are often unsympathetic and aloof. Secondly, permissive parents give their children total freedom with little or no discipline. Lastly authoritative parents are simultaneously firm and responsive, they set rules and follow them consistently and boundaries are set but independence is encouraged. Thus, both parenting practices and parenting styles together directly influence the degree to which parents get involved.

1.5.8) Further Influences on Parental Involvement

Altmann, Rossi, Lancaster and Sherrod (1987) explore further determinants of parental involvement which include motivation, skills, support and institutional factors.

Motivation describes how motivated, willing, inspired and enthusiastic the parents are about getting involved in their children's' lives. Their results showed that parents with higher self-esteem, better marital relationships and shared levels of participation in

household tasks were more likely to become involved in the children's lives. The study by Altmann, Rossi, Lancaster and Sherrod (1987) further showed that high parental involvement is unlikely to occur and be maintained if there is no or little support from significant others such as mothers, relatives, friends and workmates. The support which the parents themselves receive is vital to the degree to which they get involved.

1.6) Family Structure and Parental Involvement

Research by Flouri (2004) explored parents' involvement with their children in biological two parent and single parent families. The study showed that single parent and two parent families differ in many respects that can affect how parents spend their time. Family structure has a definite influence on parental involvement. The study showed that within two parent families, maternal and paternal involvement is executed differently. Fathers perceive their involvement as spending time with the family (children) and mothers' perceive their involvement as the warmth and support which the family experiences. However single mothers perceive their involvement as largely the amount of time they are with their children. Thus; children in two parent families have the advantage of experiencing parental involvement from both mothers and fathers. A study by Kerig (1995) supports the argument that family structure influences parental involvement. The study examined the relationship between family structure, family size and parenting. The results suggested that parents from two parent families were more involved with family life and their children because when stressors arise there is shared responsibility and support. Single parent families were associated with negative outcomes and low levels of involvement because single mothers often have little or no support with household management and the children. The family size is an important variable when exploring family structure and parental involvement. In a single parent family there is only one breadwinner, and the availability of parental resources decreases as the number of siblings' increases.

In contrast, research by Lansford, Ceballo, Abby and Stewart (2001) suggests that family structure does not influence parental involvement. Their findings show that family structure does not automatically affect family members' well-being and parenting. Family structure has no influence on parental involvement; instead other contextual

factors are far more influential on parenting. Their study suggested that family conflict levels, socio-economic status, family resources, communication, family cohesion and the parent-child relationship have an influence on parental involvement. A study by Sweeting, West and Richards (1998) also found that family structure has very little or no influence on parental involvement. The social surroundings and interpersonal relationships are much more important predictors of how involved parents are with their families.

The research findings on the relationship between family structure and parental involvement are therefore equivocal. There are some findings that articulate that there is a relationship between family structure and parental involvement and other findings which declare that there is no relationship.

1.7) Conceptual and Theoretical Understanding of Child Adjustment

There are various theoretical and conceptual understandings of human and more specifically child development and adjustment. Adjustment is defined as the ability to alter slightly so as to be correct or in proper position, to adapt oneself to new conditions (Liebeck & Pollard, 1995). Thus child adjustment is when a young human being adapts to new conditions. The holistic internationalist approach and the experiential approach best describe how children adapt and adjust to their environment, conditions and circumstances.

1.7.1) The holistic internationalist approach

According to Lerner (2006) this approach reflects two interdependent levels of individual processes. The first level is the ongoing interaction between the individual and environmental factors. The second level is the ongoing processes among psychobiological and behavioural components within the individual. These two levels are dependent on each other when child adjustment is at work. The holistic internationalist approach strongly emphasizes the holistic dynamic of individual functioning both in the developmental and adjustment perspective. This approach incorporates five core features. Firstly, the individual is an active part of a complex dynamic system. Secondly,

individuals function, develop and adjust as a total integrated organism. Thirdly, human functioning in psychobiological and developmental change is best described as integrated, complex and dynamic processes. Fourthly, these processes are an ongoing interaction of mental, behavioural and biological components of the individual and social, cultural and physical components of the environment. Lastly, the environment functions and changes as the interaction between the cultural, social and physical factors exist (Lerner, 2006). The holistic internationalist approach greatly assists in our understanding of child adjustment.

1.7.2) The experiential approach

According to Lerner (2006), the experiential approach assumes that a person can actively affect the course of development and adjustment. Development and adjustment emerges from the interrelations of biological, psychological and sociocultural factors. This approach emphasizes that different cultures use different techniques for making sure that children acquire knowledge, behaviour and emotions that will enable them to function appropriately as adults. Thus children will deal, develop and adjust with their own subjective experience of the situation. The understanding of how children adjust may vary a great deal across time and place but adopting an experiential approach highlights core aspects of human nature that if nurtured and allowed to flourish, will have an influence on the course of adjustment and development (Lerner, 2006).

Areas where Child Adjustment becomes Evident in Middle Childhood

According to McDvitt and Ormrod (2002) middle childhood is the period between approximately seven and twelve years of age. There are various physical, cognitive and socio-emotional changes that occur during middle childhood that force the child to adapt. There are not only physical (biological) and psychological changes but also social changes which exist. The purpose of Table 1 below is to highlight some of the social areas alongside the physical/cognitive areas where child adjustment becomes evident.

Table1: Areas of child adjustment

Age	Physical/ Cognitive	Social/ Emotional
Middle Childhood	<ul style="list-style-type: none"> - fostering healthy eating habits - establishing exercise routines and limiting television and video games - promoting the basic academic skills - acquiring habits and expectations of academic work - affording basic clothing during periods of rapid growth - dealing with early stages of puberty 	<ul style="list-style-type: none"> - Giving children increasing independence and responsibility. - Monitoring interactions with siblings and peers - Instilling moral values - Requesting more leisure time with friends. - Finding a reasonable balance between supervision and independence - Family or marital conflict - Divorce and stepparenting

(Adapted from McDvitt and Ormrod, 2002)

The areas mentioned in the Table 1 above show where children are most likely going to experience difficulty that requires change or adjustment to cope effectively.

1.8) Common Difficulties Experienced in Middle Childhood

1.8.1) Hyperactivity

According to Epanchin and Paul (1987) hyperactivity is understood as excessive over-activity which children exhibit and which negatively affects the child's academic and social progress. Hyperactivity is often recognizable and includes impulsivity, aggressiveness, impaired academic achievement, clumsiness, low frustration tolerance and interpersonal difficulties. There are various symptoms of hyperactivity. The first of these is inattention – where the child struggles to finish things they start, often doesn't seem to listen, is easily distracted and has difficulty concentrating on tasks which require sustained attention. The second is impulsivity – where the child often acts before thinking,

shifts from one activity to another, has difficulty organizing their work, needs a lot of supervision and has difficulty waiting turns in group games or situations. Hyperactivity also include actions where the child often runs around and climbs on things, has difficulty sitting still and staying seated and is always “on the go”.

Epanchin and Paul (1987) have also shown that hyperactivity is more prevalent amongst boys than girls. Males greatly exceed females with regard to hyperactivity because boys are “allowed” to be more active than girls. Carlson and Corcoran (2001) also suggest that families with hyperactive children show a higher incidence of other emotional and behavioural disturbances, including alcoholism and depression. Thus a child who suffers with hyperactivity greatly struggles within their social, behavioural and cognitive domains.

1.8.2) Conduct Problems

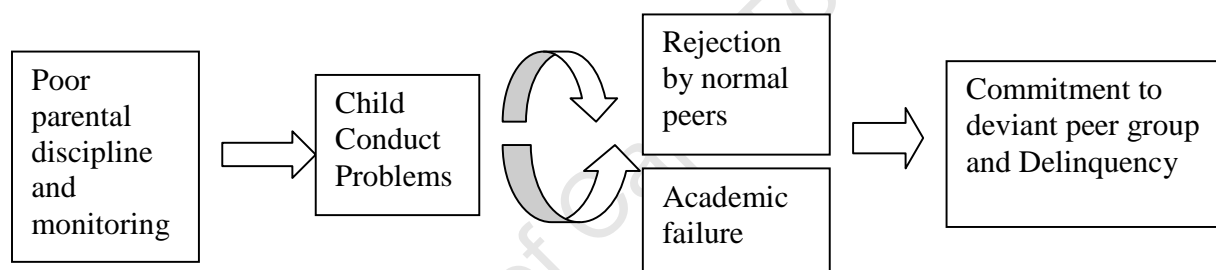
Conduct problems are understood as behavioural difficulties which the child expresses. Conduct problems is when the child’s behavior deviates from the relative social norm in that it occurs with unusual frequency and intensity as judged by authoritative adults in the child’s environment (Epanchin & Paul, 1987). Conduct problems occur when the child exhibits behaviour such as losing their temper easily, fighting constantly, bullying others, lying and cheating, and acts in a manner that offends their peers and adults. Conduct and behavioural problems are broad in nature and include a variety of actions and characteristics displayed by the child. Varma (1996) explains that challenging behaviours displayed by children may be due to poor levels of language development, the inability to comprehend rules and conventions or in a few extreme cases, neurological disturbances which may not be under voluntary control. It is further explained that other means of communication such as hitting and pushing are used to compensate for the lack of verbal communication especially with younger children.

According to Varma (1996) conduct and behavioural problems may also be related to temperament, medical/physical factors, home background, the school environment, and the community and peer group. School factors relating to conduct problems include

defective school policies, teachers' unsatisfactory attitudes, faulty classroom management, learning difficulties and school absenteeism.

Craig (2000) adds that conduct problems of children are deeply rooted in the broader social, cultural and economic circumstances surrounding the child. Poor parental involvement and family problems are viewed as the key influences on child conduct problems and behaviour difficulties. Conduct difficulties start at a very early age and should be dealt with appropriately by the parents. Conduct problems are essential to prevent as illustrated in Figure 2 as they progress rapidly into child and teen delinquency.

Figure 2: Effects of child conduct problems



(Adapted from Craig, 2000)

1.8.3) Emotional Symptoms

According to McDevitt and Ormrod (2004) emotions are physiological and psychological feelings that people have in response to events that are personally relevant to their needs and goals. Emotions such as happiness, fear, anger and anxiety help children focus their attention on important aspects of their lives and help them develop new ideas, plans and goals. As children grow older they acquire a broader range of emotions and become increasingly aware of their own emotions and those of others. With age children also learn to express their emotions physiologically, psychologically and verbally. During middle childhood children learn to reflect, become thoughtful and talk about their emotions. During this time they also realize that emotional expressions do not always reflect peoples' true feelings. McDevitt and Ormrod (2004) further explain that children in middle childhood expand their basic emotions to include self conscious emotions;

these are states which affect awareness of social standards and other people's concerns about these standards. Self conscious emotions include guilt, shame, embarrassment and pride.

Children, like adults, experience fluctuations in moods; some children have more than their share of negative emotional experiences to a point that their quality of life is disrupted. According to Varma (1996) some negative emotional experiences manifest in externalizing behaviours (actions that affect other people) and some in internalizing behaviours (actions that affect only the individual who has the problem). Negative emotional symptoms are believed to result from environmental factors, such as child abuse, inconsistent parenting, stressful living conditions, exposure to violence and family drug/alcohol abuse.

1.8.4) Peer Problems

According to Lerner (2006) peers serve an important function in social-emotional development. Peers not only offer companionship and pleasure, but create contexts for practicing social skills, helping make sense of social experiences and influencing one another's habits and ideas. Most children actively seek out peers as sources of amusement, pleasure and excitement.

McDevitt and Ormrod (2004) explain that peer relationships serve multiple functions. Firstly, peers serve as partners for practicing social skills such as talking, listening, persuasion, negotiation, compromise and emotional control. Secondly, peers socialize one another, offering new ideas and perspectives of what is viewed as acceptable behaviour. Thirdly, peers contribute to a sense of identity. Fourthly, peers help and assist one another make sense of their lives. Lastly, peers provide emotional and social support when times are hard and they face difficult situations. Therefore children who struggle with creating peer friendships struggle tremendously with social and emotional development and adjustment. Peer problems are rooted in a combination of environmental factors, no family support, poor parenting, and a lack of self confidence and self worth and feelings of incompetence.

1.9) Parental Involvement and Child Adjustment

According to Kim (2002), several worldwide historical and socio-economic changes have increased awareness concerning the relationship between the involvement of parents and their children's adjustment. Her study has indicated that parental involvement makes a positive contribution to the child's holistic development and adjustment. Amato and Fowler's study (2002) suggested that children at all developmental stages do better academic work, have more positive attitudes, higher aspirations, and other positive behaviours if they have parents who are aware, knowledgeable, encouraging and involved. The effects of parental participation are long lasting and involvement binds a foundation for future success. A study done by Grolnick, Ryan and Deci (1991) showed that parental involvement factors have a longitudinal effect on student's academic growth. They found that parent's aspirations regarding their children's educational attainment and communication about school activities and studies have a positive effect on the child's education. Astone and McLanahan (1991) did a research study exploring the relationship between parenting practices (including involvement) and high school completion. Their study showed that children of parents, who were actively and consciously making an effort with their children's schooling, performed well academically and had a high level of high school completion.

Oliver, Guerin and Coffman (2009) explored parental involvement, parents' characteristics and child adjustment. Their study showed that parents who reported high levels of extraversion, conscientiousness and high levels of involvement had children who demonstrated lower levels of behaviour problems. Parenting behaviour that was related to positive child development and adjustment and low levels of problem behaviour included warmth, responsiveness and behaviour control.

Capaldi and Patterson (1991) did a study examining maternal antisocial behaviour, low levels of maternal involvement and poor supervision and its influences on boys' adjustment problems. Their results showed that an antisocial mother with low levels of involvement and poor supervision places her son at a huge risk for poor adjustment. The

boys in the study showed poor adjustment in the form of low academic achievement and peer rejection. The boys also showed high levels of depression, low self esteem and experimentation with substance abuse. Thus low levels of maternal involvement were associated with poor child adjustment.

A study by Simons, Whitbeck, Beaman and Conger (1994) explored mothers' involvement and non residential fathers' involvement respectively on child adjustment. Their study showed that non residential fathers often had lower levels of involvement and both boys and girls would externalize their adjustment problems when their fathers were uninvolved. The mothers in the study showed significantly higher levels of involvement with their children (since they resided with the children). However when mothers reported lower levels of involvement, their boys would internalize their adjustment problems whereas the girls would externalize their adjustment problems. However lower levels of involvement were associated with more adjustment problems.

1.10) Limitations and Gaps in the Literature

The vast majority of previous and current research on parental involvement and child adjustment has explored the relationship between parental involvement and the child's academic performance (Astone & McLanahan 1991; Duch 2005; Englund et al. 2008; Grolnick, Ryan & Deci 1991; Grolnick & Slowiaczek 1994; Hango 2007). Other aspects of adjustment have received little research attention. There is little research specifically exploring mothers' involvement across different family structures. Few studies have examined the extent to which parental involvement is associated with child adjustment independently of and in combination with, other factors associated with child adjustment.

1.11) Chapter Conclusion

In the discipline of family and developmental psychology, parental involvement has become a popular fresh focus, specifically around its relationship to child development and adjustment. Indeed, the literature has outlined the association between parental

involvement and child adjustment. However, there are a number of factors such as parents' education, marital conflict, SES and so on which may influence both parental involvement and child adjustment which need to be considered and recognized. The family, which is the context in which the parent child relation exists, is also vital to examine. The family too influences how involved parents are and how children adjust in different circumstances.

University of Cape Town

2) CHAPTER TWO – METHODOLOGY

2.1) Chapter Introduction

The aim of this specific study was to explore the relationships between maternal involvement, child adjustment and family structure, specifically single parent and two parent families. According to Rubin and Chung (2006), in South Africa single mother families are increasing and nuclear family structures are decreasing. Initially the study planned to include both single father and single mother families but there were too few single father families to make comparisons feasible. Thus, only single mother families were used. The decision to include mothers only also stems from the alarming statistics that 90% of single parent families are headed by mothers in South Africa (Rubin & Chung, 2006). Socio-economic status was also taken into account as it is closely linked to family structure and involvement (Coley and Morris, 2002). There is no current research on the relationship between SES, parental involvement, child adjustment and family structure.

This chapter includes the research variables, research questions, the materials, procedure and ethical considerations.

2.2) Research Variables

The research variables of interest in this study were the following:

- 1) Parental Involvement
- 2) Family structure: A single variable consisting of two categories namely two parent family or single mother family.
- 3) Child adjustment: This consists of two variables (self report and parent report) representing total difficulties on conduct problems, hyperactivity, emotional symptoms and peer problems.

2.3) Research Questions

The study was designed to address and explore the following research questions.

- 1) Does the amount of involvement by mothers differ according to family structure?
- 2) Is greater mother involvement associated with better adjustment in children?
- 3) To what extent is maternal involvement associated with child's adjustment when family structure, socio-economic status (SES) and other parenting practices are taken into account?

2.4) Participants

The participants for this study were 162 English-speaking children. There were 79 boys and 83 girls who were in grades six and seven. The sample also included their mothers (N = 162). The participants were recruited from three different primary schools within the Cape Town area. The schools were selected purposively to include a high SES, medium SES and low SES school. Selection criteria included the geographical location, type of the school (private or government) and the price for attendance (school fee) for one academic year. For the purposes of this particular study only children living with one parent or both parents were eligible to participate.

The initial pool of prospective participants was 495. However, 190 were from an extended family structure, 34 from a foster family structure, 3 from a homosexual family structure and 10 from other family structures. 76 questionnaires were incomplete, 5 children were refused parental permission to participate and 15 children were absent on the day the research was conducted.

2.5) Materials

2.5.1) The Crown-Marlowe Social Desirability Scale (Crown & Marlowe, 1960)

Social desirability is commonly thought of as the tendency of individuals to project favourable images of themselves during social interactions. The Crown-Marlowe social desirability scale was included in the study to control for children answering questions with the answer they think the researcher wants to hear.

The scale was originally developed as a measure containing 33 true-false items that describe both acceptable and improbable behaviours. The measure was later reduced to a 10 item scale and this reduced scale was used in this study. The 10 item scale consists of statements concerning personal attitudes and traits. The participants decided whether each statement is true or false for them personally. Responses are scored by matching the participant's answers to the given answers. The total score can range from 0 to 10. The higher the score, the higher the tendency to give socially desirable responses. The Crown-Marlowe social desirability scale is both reliable and valid and the scores refer to our South African sample (Crown & Marlowe, 1964; Paulhus, 1991).

Parental Involvement

Two questionnaires were used to measure the level of parental involvement. The children only completed the questionnaire for parents they reside with. Copies of these questionnaires are provided in Appendix C.

2.5.2) Alabama Parenting Questionnaire (APQ) (Essau, Sasagawa & Frick, 2006)

The APQ assesses the parent's behaviour and practices regarding the child's development. There are two versions of the APQ, the parent report version and the child self report version. For the purposes of this study only the child self report version was used. The APQ consists of 42 items which are used to measure parenting practices across five domains. These domains are parental involvement (e.g. You have a friendly talk with your mom/ dad), positive parenting (e.g. "Your parents tell you that you are doing a good job"), poor monitoring and supervision (e.g. "You stay out in the evening past the time you were suppose to be home"), inconsistent discipline (e.g. "Your parents promise to punish you and then do not do it") and corporal punishment ("Your parents hit you with a belt or other object when you have done something wrong"). The APQ also includes seven additional items to measure specific discipline practices. Certain words in the Alabama Parenting Questionnaire (APQ) were adjusted slightly to be appropriate for South African children. For example "spank" was changed to "hit" and "a switch" was changed to a "belt". The child completed all five subscales as they provide vital additional information to assess the contribution which parenting practices have on child

adjustment. However, the parental involvement subscale was of primary interest in this study. This subscale assess two categories of the multidimensional model of parental involvement namely, “interaction” where the parent interacts one on one with the child and “accessibility” where the parent is available to the child (Altmann 1987; McBride, 2002). Items are rated on a five point Likert scale. For each item the respondent indicated whether it never, almost never, sometimes, often or always occurs in their home. The higher the total scores the higher the levels of involvement.

According to studies done by Elgar, Waschbusch, Dadds and Sigvaldason (2007) and Shelton, Frick and Wootten (1996), the APQ is both reliable and valid as demonstrated through its internal consistency and test-retest reliability. These studies have shown that the APQ showed good internal consistency ($\alpha = .65$ on average across formats and subscales). The validity of the questionnaire was measured by comparing the scores of the parent report version with the child self report version (Essau, Sasagawa & Frick, 2006). Both the validity and reliability scores refer to our South African sample.

2.5.3) Revised Child Report of Parent Behavior Inventory (CRPBI) (Schaefer, 1965)

The Revised Child Report of Parent Behaviour Inventory is a measure which provides the child's perceptions of parental behavior. The CRPBI includes 18 scales and the items of these scales are descriptions of concrete, specific, easily observable parent behaviours. Parental involvement was measured using the 10 item support and acceptance subscale of the CRPBI using separate but identical forms for mother and father. Grolnick and Slowiaczek (1994) describe parental involvement as including “the degree of support” provided by parents. This measure is included in addition to the APQ because it measures the expressive or emotional element of parental involvement. The inventory is a three-point Likert scale and the child indicated whether each item is not like him/her, a little like him/her or a lot like him/her. Higher scores indicated higher levels of parental involvement.

According to Renson, Schaefer and Levy (1968) the CRPBI is a reliable and valid measure for purposes of South African research and clinical usage. All the subscales have

demonstrated good internal consistency. The coefficient alpha for the support and acceptance subscale was .83 which exceeds the recommended level of .70 for internal consistency. The inventory has been shown to have acceptable test-retest reliability as demonstrated by the study done by Renson et al. (1968).

2.5.4) Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997)

The Strengths and Difficulties Questionnaire (SDQ) was used to measure the child's adjustment. The purpose and nature of the questionnaire is to examine and understand if there are any signs of adjustment problems or difficulties with a child. According to Goodman (1997), the SDQ is used internationally for clinical assessment, research and screening

There are three versions of the questionnaire: one for parents, one for the teachers and a self report version. In this study the self report version was completed by the child and the parent version was completed by the parents. The population for which the self report version was designed is children between approximately 11 through to 16 years of age. The SDQ is a Likert scale which consists of 25 attributes, some positive and others negative. For each attribute the child and parent indicated whether it is not true, somewhat true or certainly true of them in the last six months. According to Goodman (1997), the 25 items on the questionnaire are divided into five subscales generating scores for conduct problems, hyperactivity, emotional symptoms, peer problems and prosocial behavior. The first four subscales can also be combined to produce a total difficulties score. In this study only the total difficulties score was used.

According to Goodman, Meltzer and Bailey (1998), the SDQ is reliable and has been shown to have acceptable test-retest reliability and internal consistency. The alpha coefficient for the self report scale was 0.82 for the total difficulties score. The validity and reliability scores refer to our South African context. Its criterion validity was assessed and found to be acceptable.

2.5.5) Demographic Information Sheet

A single question was used to measure the participant's family structure i.e. whether they live with a single parent or two parents. This was assessed by asking the child to complete the questions on the sheet (See Appendices B& C) and asking them to tick one of the five options of who they live with. The demographic sheet also included information on the parents' employment status, whether they work full time, part time or not at all. In addition, the sheet included a few questions on socio-economic status, generated from questions about their living/ home environment (See Appendix C). As these correlated very highly with the SES of the school attended; only the latter was used as a measure of SES in the analyses.

2.6) Procedure

The Western Cape Education Department granted permission for the research to be conducted in public schools (See Appendix A). The principals of the selected primary schools were approached and asked if the research could be completed in their schools. The principals all agreed and allowed the research to be conducted. Thereafter a letter was given to each grade six and seven learner requesting their parent's permission for them to participate in the research study. Attached to the letter was the parent questionnaire on their family structure and the Strengths and Difficulties Questionnaire parent form. Both the informed consent form and the two parent questionnaires needed to be completed before the child could participate. Only those learners who obtained permission from their parents completed the questionnaire packs. Informed assent was also obtained from the participants themselves. On the title page of the questionnaire packs the children were allowed to sign their name which served as an indicator of their willingness to participate voluntarily. The class teachers arranged alternative activities for those learners who did not participate in the study.

After the parents granted permission for their child to participate, the questionnaire packs were administered to the learners. The learners completed the questionnaires during

school hours in their classrooms in the presence of the researcher and their class teacher. They were given approximately 45 minutes in which to complete the questionnaires. The learners were encouraged to ask any questions if they were uncertain about anything. Once they completed the questions the packs were directly collected by the researcher from the learners.

The order of the questionnaires in the packs was as follows.

- Crown-Marlowe Social Desirability Scale
- Demographic Information Sheet
- Alabama parenting Questionnaire (APQ)
- The Revised Child Report of Parent Behaviour Inventory (CRPBI)
- The Strengths and Difficulties Questionnaire (SDQ)

2.7) Ethical Considerations

All the possible ethical issues surrounding the research process were considered. Permission to conduct the research was obtained in writing from the Western Cape Education Department, the school headmasters and the parents. The letter to the parents fully informed them of the nature, procedure and potential risks of the study. The participant's participation was voluntary and they were informed that they could withdraw from the study at any time. The participants remained anonymous and all personal information about the research participants was kept confidential. The researcher did not anticipate any physical or psychological harm coming to the participants as a result of participating in the research. Nevertheless, the school guidance counselor at each school agreed to be available if any concerns, problems or issues were raised as a result of participating in the study. All the participants and their parents were made aware of the availability of the school guidance counselor. Feedback regarding the research outcomes and findings was given to all the schools who participated in the research study.

2.8) Chapter Conclusion

This study was designed to explore the associations between the primary research variables, parental involvement, family structure and child adjustment. Specifically, it explored maternal involvement in two parent and single mother families. Child adjustment was represented as the total difficulties on conduct problems, hyperactivity, emotional symptoms and peer problems. A total of 162 participants answered the questionnaire packs which addressed the research questions of this study. In this method section the research variables, research questions, participants, material used, procedure and ethical considerations were covered.

3) CHAPTER THREE – RESULTS

3.1) Chapter Introduction

This study was designed to address three research questions; does the amount of involvement by mothers differ according to family structure? Is greater mother involvement associated with better adjustment in children? Lastly, to what extent is maternal involvement associated with child adjustment when family structure, socio-economic status and other parenting practices are taken into account? This chapter presents all the outcomes of the research conducted. It includes the data analysis, descriptive statistics and the presentation of the correlation and multiple regression analyses.

3.2) Data Analysis

The data were analyzed quantitatively using Statistica. Frequency counts were computed for all the categorical variables. The means and standard deviations were calculated for all the continuous variables and their distributions were tested for normality. A correlation matrix was used to see if there were any significant relationships between the variables. According to Howell (2007) a correlation matrix is a method used in research to analyze the direction and strength of the relationships between variables. It utilizes Pearson's correlation coefficient.

A series of multiple regression analyses were then performed. According to Tredoux and Durham (2002) multiple regression allows us to find a linear combination of independent variables that predicts (explains) a dependent variable. In this study four multiple regression analyses were conducted. Mother involvement (measured using the APQ questionnaire and the CRPBI questionnaire) was the dependent variable in the first and second analyses. In analyses three and four the total difficulties score on the SDQ (parent and child report versions) was the dependent variable. Alpha was set at .05 for all analyses.

3.3) Descriptive Statistics

In this study there were 162 participants, 79 boys and 83 girls. There were 56 participants who lived with a single mother and 106 who lived with both parents. 53 mothers did not work outside the home, 28 mothers worked part-time and 81 mothers worked full time. 36 participants were from a low SES, 65 participants were from a medium SES and 61 participants from a high SES.

The descriptive statistics of all the continuous variables are presented in Table 2.

Table 2: Sample Descriptive Statistics.

	Mean	Std Dev	N
APQ Mother Involvement	27.32	6.45	162
APQ Positive Parenting	26.22	5.83	162
APQ Monitoring & Supervision	20.95	5.65	162
APQ Corporal Punishment	15.28	4.40	162
APQ Inconsistent Discipline	16.43	6.16	162
CRPBI Mother Involvement	24.96	4.82	162
SDQ Parent	11.90	5.13	162
SDQ Child	13.35	5.46	162
Crown Marlowe	6.43	1.32	162

All of the research variables were normally distributed (Please see Appendix D).

3.4) Correlations

Once the descriptive statistics were obtained all the variables in the study were correlated to see if any significant relationships existed. Table 3 presents all the correlations between the variables. There were two measures used for parental involvement, the APQ and the CRPBI. These measures were significantly correlated at 0.68. However these measures were not combined as they measure conceptually and theoretically different aspects of involvement.

Table 3: Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13
1) Single parent family	1.00	-.06	-.06	.17*	.06	.04	.05	-.14	-.15	.12	.04	-.00	.01
2) Gender	-.06	1.00	-.06	-.06	-.09	-.05	.03	-.02	.09	-.09	.03	-.10	-.00
3) Job	-.06	-.06	1.00	.25*	.04	-.05	-.12	.03	-.16*	.01	-.12	-.05	.13
4) SES	.17*	-.06	.25*	1.00	.09	-.04	-.18*	.10	-.54*	.06	-.19*	-.13	.15
5) APQ Involvement	.06	-.09	.04	.09	1.00	.85*	.72*	.62*	.25*	.68*	-.29*	-.27*	.22*
6) APQ Positive Parenting	.04	-.05	-.05	-.14	.85*	1.00	.73*	.56*	.45*	.63*	-.17*	-.18*	.13
7) APQ Poor Monitoring	.05	.03	-.12	-.18*	.72*	.73*	1.00	.52*	.27*	.50*	-.18*	-.12	.14
8) APQ Corporal Punishment	-.14	-.02	.03	.10	.62*	.56*	.52*	1.00	.14	.45*	-.10	-.24*	.16*
9) APQ Inconsistent Discipline	-.15	.09	-.16*	-.54*	-.25*	.45*	.27*	.14	1.00	.20*	-.02	-.01	.03
10) CRPBI Involvement	.12	-.09	.01	.06	.68*	.63*	.50*	.45*	.20*	1.00	-.24*	-.34*	.19*
11) SDQ Parent	.04	.03	-.12	-.19*	-.29*	-.17*	-.18*	-.10	-.02	-.24*	1.00	.42*	-.20*
12) SDQ Child	-.00	-.10	-.05	-.13	-.27*	-.18*	-.12	-.24*	-.01	-.34*	.42*	1.00	-.24*
13) Crown Marlowe	.01	-.00	.13	.15	-.22*	.13	.14	.16	.03	.19*	-.20*	-.24*	1.00

Note: * $p < .05$

As can be seen in Table 3 the APQ positive parenting variable was very highly correlated with the APQ mother involvement variable ($r = .85$) and the APQ poor monitoring and supervision variable at ($r = .73$). Thus the APQ positive parenting variable was excluded from the multiple regression analyses to avoid multicollinearity. Multicollinearity occurs when two variables are significantly related and could be measuring the same thing, thus impacting the results. If the correlation matrix demonstrates a correlation of .73 or higher, multicollinearity may exist (Lynch 2003; Motulsky 1995). None of the other correlations exceeded this cut off point of .73.

The correlation matrix showed no significant correlation between family structure and maternal involvement for both involvement variables. The matrix above showed a significant association between mother involvement and child adjustment. The APQ mother involvement variable was significantly negatively correlated with parents' reports of children's total difficulties ($r = -.29$) and children's self reported total difficulties ($r = -.27$). The CRBPI mother involvement variable was also significantly negatively correlated with both parent ($r = -.24$) and child ($r = -.34$) reports of total difficulties. The parents reports of total difficulties were also significantly correlated with socio-economic status ($r = -.19$). This negative relationship indicates that the lower the SES the greater the child's total difficulties. Other parenting practices are also significantly correlated to the child's total difficulties, such as 'poor monitoring and supervision' ($r = -.18$) and 'corporal punishment' ($r = -.24$).

3.5) Multiple Regression Analyses

A series of multiple regression analyses were used to answer the three research questions and examine the combination of independent variables that predict a dependent variable. For analyses one and two, family structure, gender of the child, mother employment status and SES were the independent variables used to predict involvement. In addition the Crown-Marlowe social desirability scale was included as a control variable.

3.5.1) Analyses predicting mother involvement

The regression summaries for the DV's APQ mother involvement and CRBPI mother involvement are presented in Tables 4 and 5.

Table 4: Regression Summary of APQ mother involvement (DV)

	B	SE B	t	p
Family Structure	.04	.07	.62	.53
Gender of Child	-.08	.07	-1.11	.26
Mother Job	.00	.08	.03	.97
SES	.04	.08	.52	.60
Marlowe crown	.21	.07	2.67	.00*

Multiple $R^2 = .06$

Adjusted $R^2 = .03$

Note: * $p < .05$

Table 5: Regression Summary of CRPBI mother involvement (DV)

	B	SE B	t	p
Family Structure	.10	.07	.80	.16
Gender of Child	-.08	.07	-1.08	.28
Mother Job	-.02	.08	-.26	.78
SES	.01	.08	.15	.87
Marlowe crown	.19	.07	2.44	.01*

Multiple $R^2 = .05$

Adjusted $R^2 = .02$

Note: * $p < .05$

Analyses one and two answered the first research question and indicated that maternal involvement was not significantly associated with family structure (whether the child lives with a single mother or both parents). Maternal involvement was also not significantly associated with SES, the mother's employment status or the child's gender.

In analyses three and four all the variables in the study were used as independent variables, predicting child adjustment

3.5.2) Analyses predicting child total difficulties

The regression summaries for the SDQ (total difficulties) parent report and the SDQ (total difficulties) child report are presented in Table 6 and 7.

Table 6: Regression Summary of SDQ Parent report (DV)

	B	SE B	t	p
Family Structure	.11	.07	1.48	.13
Gender of Child	-.00	.07	-.03	.97
Mother Job	-.05	.07	-.66	.50
SES	-.21	.10	-2.12	.03*
APQ Involvement	-.22	.14	-1.56	.12
APQ Poor Monitoring	-.09	.11	-.75	.45
APQ Corporal Punishment	.19	.10	1.93	.05
APQ Inconsistent Discipline	-.04	.09	-.44	.65
CRPBI Involvement	-.10	.10	-1.00	.31
Marlowe crown	-.10	.07	-1.34	.17

Multiple $R^2 = .15$

Adjusted $R^2 = .10$

Note: * $p < .05$

Table 7: Regression Summary of SDQ Child report (DV)

	B	SE B	t	p
Family Structure	.02	.07	7.63	.76
Gender of Child	-.15	.07	-2.02	.04*
Mother Job	.00	.07	.09	.92
SES	-.01	.09	-.18	.85
APQ Involvement	-.15	.14	-1.06	.29
APQ Poor Monitoring	.18	.11	1.55	.12
APQ Corporal Punishment	-.08	.09	-.89	.37
APQ Inconsistent Discipline	.05	.09	.62	.53
CRPBI Involvement	-.28	.10	-2.77	.00**
Marlowe crown	-.16	.07	-2.21	.02*
Multiple R ² = .19				
Adjusted R ² = .13				

Note: *p < .05

**p < .01

Analysis three shows that when other variables were taken into account only SES had a significant relationship with the parents' report of the child's adjustment. It is a negative relationship which indicates that lower SES was associated with more total difficulties. Analysis four which used the child's report of adjustment shows that their gender was associated with their adjustment. It indicates that boys showed more adjustment difficulties than girls. In addition the CRPBI mother involvement scale was significantly associated with children's self-reported adjustment difficulties. This indicates that children who reported greater acceptance and support from their mothers tended to report fewer adjustment difficulties. Higher social desirability scores were also associated with fewer reported adjustment difficulties. Nevertheless, the association between the CRPBI

measure of involvement and children's adjustment remained significant even after social desirability was taken into account.

3.6) Chapter Conclusion

Chapter three presented all the findings of this research study. Family structure and maternal involvement had no significant association. The correlational analyses showed that both measures of maternal involvement and child adjustment had a significant relationship, however in the multiple regression analyses only the 'support and acceptance' dimension of maternal involvement remained significant. The correlation analyses showed that SES and the parents report of the child's total difficulties had a significant association. Children with a low SES were reported to have more adjustment problems. The boys in this study reported more total difficulties than girls. This chapter has outlined and presented all the results of the research study.

4) CHAPTER FOUR – DISCUSSION

4.1) Chapter Introduction

This study explored the relationship between maternal involvement and child adjustment in two parent and single parent families. The study examined whether the amount of involvement by mothers differed according to the family structure and also whether greater mother involvement was associated with better adjustment in children. The research study further observed to what extent parental involvement was associated with child adjustment when other factors such as socio- economic status and parenting practices were taken into account. In this chapter the findings of the study will be summarized and examined.

4.2) Family Structure and Mother Involvement

According to Kerig (1995) family structure is how many members are in the family and a family could take the form of a single parent, nuclear, extended, blended, step family and so on. This study specifically looked at single mother and nuclear families. Mother involvement is described as the 'time spent' with the child and the 'quality of acceptance and support' (Altman et al.1987; Grolnick & Slowiaczek 1994). The study examined the relationship between family structure and maternal involvement. The results of the correlation and regression analyses showed that family structure was not associated with maternal involvement.

This research finding contradicts that of Kerig (1995) whose study found that family structure has a significant influence on parental involvement. Kerig (1995) stated that parents in nuclear families are more involved with shared accountability and support. Single parents have lower levels of involvement because they have few resources and support.

In contrast, this study's results support the research done by Lansford et al. (2001) that the structure of the family has little or no influence on the parents' level of involvement with their children. Lansford et al (2001) suggest that other contextual factors such as family conflict levels, family communication (cohesion) and the parent –child

relationship are more likely to be associated with mother involvement. According to Sweeting, West and Richards (1998) the family's social surroundings and interpersonal relationships are more strongly associated with levels of mother involvement than family structure.

4.3) Mother Involvement and Child Adjustment

The study was designed to explore whether greater mother involvement was associated with better child adjustment. The correlation analysis showed that both mother involvement variables ('time spent with child' and 'support and acceptance') were significantly associated with child adjustment. However the regression analyses suggest that the warmth, support and acceptance dimension of involvement was more significant than time spent in and of itself.

Greater acceptance and support from mothers were associated with fewer difficulties experienced by the children. A study by Finley, Mira and Schwartz (2008) support this finding that the warmth, acceptance and support experienced by the child from their mothers are imperative to their adjustment and development. Research by Bronstein, Clauson, Stoll and Abrams (1993) explored the relationship between parental support, behaviour and involvement and the child's social, psychological and academic adjustment. Their research indicated that greater parental support and involvement was positively associated with the child's social, psychological and academic adjustment. Thus, the children experienced fewer social, psychological and academic difficulties when they felt supported and valued.

McDevitt and Ormrod (2004) explain that emotions such as happiness help children focus their attention on important aspects of their lives and help them develop new ideas, plans and goals. Thus if a child feels happy, secure, supported and valued they can focus on positive aspects of their lives and handle the stressors of life. The child will have fewer difficulties as their attention is on more positive aspects of their lives. McDevitt and Ormrod (2004) further explain that during middle childhood children learn to reflect, become thoughtful and talk about their emotions. If the mother shows high levels of

support and acceptance the child will feel comfortable to talk to their mothers and peers. This finding also supports the study by Oliver, Guerin and Coffman (2009) where parenting behaviour that was related to positive child development and low levels of problem behaviour included warmth, acceptance, responsiveness and behaviour control. Thus, greater acceptance and support by mothers is associated with fewer adjustment difficulties in children.

4.4) Socio-Economic Status (SES) and Child Adjustment

The results of both the correlation analysis and the regression analyses indicated that there was a significant relationship between SES and the parents' reports of the child's adjustment. The findings show that mothers from a low SES perceive their children to have more adjustment problems.

Research by Bolger, Patterson and Thompson (1995) also draws attention to the negative effects of low socio-economic status on parents and children alike. Their study showed that living in economic hardship may expose parents and children to a range of stressful life events and conditions such as marital discord, family illness, criminal victimization, inadequate housing, peer problems and high delinquency rates of children. Parents and children will have little or no control over these stressful life conditions. Their research suggests that under conditions of such economic hardship and psychological distress parents are more likely to use harsh discipline and physical punishment. The children also suffer under these stressful conditions and they often struggle at school, show poor physical health and hygiene, poor psychological and emotional development and struggle to adjust to new or stressful circumstances. Bolger et al. (1995) also found that mothers of low social-economic status knew less about their children's school performance, had less contact with teachers and were less likely to manage their children's school achievements. Although this study did not find that low SES was associated with less maternal involvement (or more corporal punishment), previous research supports this study's finding that the presence of low SES has a negative association with children's adjustment across all areas of their human development.

4.5) Gender and Child adjustment

In this study the gender of the child showed a significant relationship with the child's self-reported total difficulties. Boys reported significantly higher adjustment problems than girls. This result supports the research by Goodman (1997) and Goodman, Meltzer and Bailey (1998). Their studies explored the validity of the strengths and difficulties questionnaire and in both studies the boys reported significantly more total difficulties than girls. According to Louw and Edwards (1997) this finding could possibly be explained in terms of gender stereotyping. Gender stereotyping is when boys and girls are automatically associated with specific ideas and behaviours. Girls are viewed as emotional, weak and soft whereas boys are viewed as being rational, hard and tough. These stereotypes exist and thus, boys could often act out of what is "expected behaviour" in certain situations. For example, it is inappropriate for a boy to cry when he gets hit by a friend, instead he will punch the friend back. The child will then have poor emotional expression and control and bad/poor behaviour and conduct. These gender stereotypes in societies and communities indirectly influence children to behave in certain ways and therefore boys have more adjustment problems. This finding could also be explained in terms of sexism. Oliver, Guerin and Coffman (2009) explain sexism as the 'lenses to gender' whereby an organized cluster of beliefs, attitudes, habits and practices sustain the domination of men over women worldwide. Girls may be more likely to acknowledge a difficult situation and respond appropriately. Boys on the other hand may feel superior over girls, making harsh, rapid responses to difficult situations, resulting in more adjustment problems.

4.6) Limitations of the Study

There were a few limitations to the study which need to be considered. The first limitation is the relatively small size of the sample. In this study the initial pool of participants was 495. Only 162 were actually eligible to participate. A larger sample size may have resulted in more statistically significant findings as it enhances statistical power. The second limitation was that information regarding the level of the mothers'

involvement was only obtained from the child's self report. The mother only reported on the demographic family information and the child's adjustment. The third limitation is that all the materials used are American, however the validity and reliability scores refer to the South African context, Finally it is important to note that as this study was correlational in nature, it could not establish any casual relationships between mother involvement and child adjustment.

4.7) Recommendations for Future Research

Future research could be done to explore the relationship between mother involvement and child adjustment in other family structures such as extended families. Secondly, a comparison between maternal and paternal involvement and the association of each with child adjustment in different family structures could be interesting. Thirdly, it would be interesting to explore the relationship between SES and child adjustment in more depth. Fourthly, future research could explore the relationship between maternal involvement and the gender of the child and their development and adjustment (as boys reported higher levels of adjustment difficulties). The last recommendation for future research is to explore factors which could enhance parental involvement and encourage parents to become more involved with their offspring.

4.8) Chapter Conclusion

The discussion chapter has allowed us to gain a better understanding of the results of this study. All the study's research questions were answered. Family structure was not associated with maternal involvement. Maternal involvement, particularly the support and acceptance dimension thereof was significantly associated with child adjustment. The children in this study experienced fewer adjustment problems when they felt loved, accepted, supported and valued by their mothers. The boys in the study reported more adjustment struggles than the girls. Families from a low SES had children who experienced more total difficulties. Even though SES and gender were significantly associated with children's adjustment, the acceptance/support dimension of parental involvement remained significantly associated with child adjustment when those variables were taken into account.

THESIS CONCLUSION

This research study explored and examined the relationships between maternal involvement, child adjustment and family structure. The study consisted of 162 participants from Cape Town, boys and girls in grades six and seven. It also explored to what extent mother involvement accounted for the child's adjustment when other factors such as SES were taken into account. The findings of this study suggest that maternal involvement is not dependent on family structure. SES was a significant contributor to parents' reports of the child's adjustment. Boys reported more adjustment problems than girls. There was also a significant relationship between mother support and acceptance and the children's report of fewer total difficulties even after gender, social desirability and SES were taken into account.

Parents who are involved are more likely to have a child with fewer adjustment difficulties when dealing with life's stressors. This study has allowed us to obtain a greater understanding of the association between maternal involvement, family structure and child adjustment within the South African context. Many children in South Africa live in low socio-economic circumstances and single parent families are increasing. This research study has assisted in gaining a better perspective and knowledge of these situations. The study has highlighted that greater parental involvement is positively related to better child adjustment. It has also shown that the family structure (nuclear or single) has little or no association with the levels of the parents' involvement. Instead other factors such as family communication, resources and the parent-child relationship are more likely associated with parental involvement.

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Appendix A: Letter of Permission from the Western Cape Education Department

University of Cape Town

Appendix B: Parent Consent Letter

(School letterhead and logo)

Dear Parents/ Guardians

Please read the enclosed letter regarding permission for your child to participate in a research study. Participation is voluntary but we as a school encourage you and your child to participate. Please complete the consent form and the two questionnaires and return to the school no later than Tuesday 5th of May 2009.

Kind Regards

School Headmaster/ Principal



University of Cape Town

Dear Parent/ Guardian

Date: April 2009

Permission for your child to participate in a research study

I am a student at the University of Cape Town and will be conducting some research at your child's school. Permission for the study was granted by both the Western Cape Education Department and the school headmaster (principal).

The main purpose of the study is to explore the relationships among family structures, parenting and child adjustment. Your child will answer four written questionnaires that ask about parent behaviours and children's strengths and weaknesses. The children will answer the questionnaires in class and it will take approximately 45 minutes to complete. The benefit of participating in the study is that useful information will be gathered adding to our body of current knowledge regarding children's development and adjustment.

The learners will not be required to put their names on the questionnaires, thus remaining anonymous. The questionnaires do not consist of any items which are likely to upset the children. If you would like to find out more about the research or have any questions, please feel free to contact me or my supervisor.

There are also two "very short" forms which you as parents are requested to complete and return with the consent form. These forms will allow us to gain insight into both the parents' viewpoint and the child's perception. Participation is voluntary and your names will not appear on the questionnaires or in any presentation of the results.

Thank you for your cooperation

Yours sincerely

Natalie Adams (e-mail: admnat005@uct.ac.za or phone: 073 87 53 790)

Dr. Lauren Wild (e-mail: LaurenWild@uct.ac.za or phone: 021 650 4607)

**PLEASE RETURN THE SLIP BELOW AND YOUR COMPLETED FORMS
ALLOWING YOUR CHILD TO PARTICIPATE BEFORE 5 May 2009**

.....
I grant my child _____ permission to participate in the research.

Signed: _____ - Date _____
(Parent/ Guardian Agreement)

Signature of the researcher _____ Date: _____

Form One**1) Family Structure**

How many people are in your family?.....

Who does your child live with?

- Both mother and father.....
- Single Mother
- Single Father
- Extended Family (Grandparents are present in the household).....
- Foster Family.....
- Other (please specify).....

2) Parental Occupation

Please tick the relevant boxes for the parents who live with the child.

	Yes	No
Mother works full time		
Father works full time		
Mother works part-time		
Father works part-time		
Mother does not work		
Father does not work		

What is your job?

*Mother:.....

*Father:.....

3) What is your total household income per year?

Less than R10 000	
R10 000 – R20 000	
R 20 000 – R40 000	
R40 000 – R60 000	
R60 000 – R100 000	
More than R100 000	

Form Two

Instructions: Please give your answers on your child's behaviour over the last six months. It would help us if you answered all the items the best you can even if you not absolutely certain. For each item please mark the box for not true, somewhat true or certainly true.

Please indicate who is completing this specific sheet:

Mother, Father or Other (please specify)..... (Circle the appropriate one)

	Not True	Somewhat True	Certainly True
Considerate of other peoples feelings			
Restless, overactive, cannot stay still for long			
Often complains of headaches, stomach aches or sickness			
Shares readily with children			
Often has temper tantrums or hot tempers			
Rather solitary, tends to play alone.			
Generally obedient, usually does what adults request.			
Many worries. Often seems worried.			
Helpful if someone is hurt, upset or ill.			
Consistently fidgeting or squirming			
Has at least one good friend			
Often fights with other children or bullies them			
Often unhappy, down-hearted or tearful			
Easily distracted, concentration wanders			
Nervous or clingy in new situations			
Kind to younger children			
Often lies or cheats			
Picked on or bullied by other children			
Often volunteers to help other (teachers, friends etc).			
Thinks things through before acting.			
Steals from home, school or elsewhere			
Gets on better with adults than other children			
Many fears, easily scared			
Sees task through to the end, good attention span.			

Appendix C: The Actual Questionnaire Packs for Participants



University of Cape Town

Questionnaire Packs for Learners

Assent Form for the Participants

The research study we are doing is to learn more about how parents, families and children interact together. You are being asked to join the study because you are in grades six and/or seven and you speak English. The questionnaire packs have four different questionnaires which must be answered. Each questionnaire has instructions on the top of the page. You must read the instructions and questions carefully before you answer. None of the questions are harmful in any way. If you do feel uncomfortable you can withdraw at any point in time. Please feel free to ask me if you not sure of something or have any questions. If you are willing to join the study please sign the section on the cover sheet of your questionnaire packs.

As a learner at (school).....in grade.....

I am going to complete these questionnaires.

Signature of the Learner..... Date.....

(Please listen to the researcher carefully before your sign or begin!!! Thanks!!!!)

SECTION 1



Read each item and say whether it is true or false for you personally.

	True	False
1) I never worry to go out of my way to help someone else		
2) I never strongly hated anyone		
3) There are times when I'm very jealous of the things other people have		
4) I will never let someone else be punished for my wrong doings		
5) I sometimes feel angry when I don't get my way		
6) There are times when I don't want to listen to people in authority even though I know they are right.		
7) I am always polite, even when people are rude.		
8) When I don't know something I say so.		
9) I can remember "playing sick" to get out of something		
10) I get irritated with people who ask me favors.		

SECTION 2



Which parents or guardians do you live with? (Please tick one)

- I live with my mother only.....
- I live with my father only.....
- I live with both my mother and father.....
- I live with no parents.....
- Other.....

Please tick the relevant boxes for the parents you live with!

	Yes	No
Mother works full time		
Father works full time		
Mother works part time		
Father works part time		
Mother does not work		
Father does not work		

Please describe in your own words what their job is?

- * Mother's job -
-
-
- * Father's job -
-
-

Where do you live?

- * A house.....
- * A flat or apartment.....
- * A room (e.g. in a hostel).....
- * A shack.....
- * A Wendy house or backyard dwelling.....
- * Other.....

How many bedrooms (sleep) does your house have?

Do you have your own bedroom?

Circle which of these you got in your home?

* Tap water * Flush toilet inside home * Electricity * Car

* Telephone (landline) * Television (TV) * Computer

How much spending money do you get weekly?.....



SECTION 3

Instructions: The following are a number of statements about your family. Please rate each item, by circling a category as to how often it TYPICALLY occurs in your home. The possible answers are Never (1), Almost Never (2), Sometimes (3), Often (4), Always (5). If your mom or dad is not currently living at home with you then skip the questions that ask about that person.

	Never	Almost Never	Sometimes	Often	Always
1) You have a friendly talk with your mom?	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
2) Your parents tell you that you are doing a good job?	1	2	3	4	5
3) Your parents threaten to punish you and then do not do it?	1	2	3	4	5
4) Your mom helps with some of your special activities (such as sports, boy/girl scouts, church youth groups).	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
5) Your parents reward or give something extra to you for behaving well.	1	2	3	4	5
6) You fail to leave a note to let your parents know where you are going.	1	2	3	4	5
7) You play games or do other fun things with your mom.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
8) You talk your parents out of punishing you after you have done something wrong?	1	2	3	4	5
9) Your mom asks you about your day in school.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
10) You stay out in the evening past the time you are supposed to be home	1	2	3	4	5

11) Your mom helps you with your homework.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
12) Your parents give up trying to get you to obey them because it's too much trouble.	1	2	3	4	5
13) Your parents compliment you when you have done something well	1	2	3	4	5
14) Your mom asks you what your plans are for the coming day.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
15) Your mom drives you to a special activity.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
16) Your parents praise you for behaving well.	1	2	3	4	5
17) Your parents do not know the friends you are with.	1	2	3	4	5
18) Your parents hug or kiss you when you have done something well.	1	2	3	4	5
19) You go out without a set time to be home.	1	2	3	4	5
20) Your mom talks to you about your friends.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
21) You go out after dark without an adult with you.	1	2	3	4	5
22) Your parents let you out of a punishment earlier than they first said.	1	2	3	4	5
23) You help plan family activities	1	2	3	4	5
24) Your parents get so busy that they forget where you are and what you are doing.	1	2	3	4	5
25) Your parents do not punish you when you have done something wrong	1	2	3	4	5
26) Your mom goes to a meeting at school.	1	2	3	4	5
A. How about your dad?	1	2	3	4	5
27) Your parents tell you that they like it when you help out around the house.	1	2	3	4	5
28) You stay out later than your	1	2	3	4	5

curfew and your parents don't know it					
29) Your parents leave the house and don't tell you where they are going	1	2	3	4	5
30) You come home from school more than an hour past the time your parents expect you to be home.	1	2	3	4	5
31) The punishment your parents give depends on their mood.	1	2	3	4	5
32) You are at home without an adult being with you.	1	2	3	4	5
33) Your parents smack you with their hands when you have done something wrong.	1	2	3	4	5
34) Your parents ignore you when you are misbehaving	1	2	3	4	5
35) Your parents slap you when you have done something wrong	1	2	3	4	5
36) Your parents take away a privileged or money from you as a punishment	1	2	3	4	5
37) Your parents send you to your room as a punishment	1	2	3	4	5
38) Your parents hit you with a belt or some other object when you have done something wrong	1	2	3	4	5
39) Your parents yell or scream at you when you have done something wrong	1	2	3	4	5
40) Your parents calmly explain to you why your behaviour was wrong when you misbehave	1	2	3	4	5
41) Your parents use time-out (makes you sit or stand in a corner as a punishment)	1	2	3	4	5
42) Your parents give you extra chores as a punishment.	1	2	3	4	5

SECTION 4

Instructions: The following are statements about your parents, please tick one of the options either “not like him/her”, “a little like him/ her” or “a lot like him/her”. If you live with both your parents then you should answer both forms, if you only live with your mother or with your father then only answer that particular form.

Form for Mother: My mother is a person who.....

	Not like her	A little like her	A lot like her
1) Makes me feel better after talking over my worries with her.			
2) Smiles at me often.			
3) Is able to make me feel better when I am upset.			
4) Enjoys doing things with me.			
5) Cheers me up when I am sad.			
6) Gives me a lot of care and attention.			
7) Makes me feel like the most important person in her life.			
8) Believes in showing her love for me.			
9) Often praises me.			
10) Is easy to talk to.			



Form for Father: My father is a person who.....

	Not like him	A little like him	A lot like him
1) Makes me feel better after talking over my worries with him.			
2) Smiles at me often.			
3) Is able to make me feel better when I am upset.			
4) Enjoys doing things with me.			
5) Cheers me up when I am sad.			
6) Gives me a lot of care and attention.			
7) Makes me feel like the most important person in his life.			
8) Believes in showing his love for me.			
9) Often praises me.			
10) Is easy to talk to.			



SECTION 5

Instructions: For each item, please mark the box for not true, somewhat true, or certainly true. It would help us if you answered all the items even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings			
I am restless; I cannot stay still for long.			
I get a lot of headaches, stomach aches or sickness			
I usually share with others			
I get very angry and often lose my temper			
I would rather be alone than with other people my age			
I usually do as I am told			
I worry a lot			
I am helpful if someone is hurt or upset			
I am constantly fidgeting and squirming			
I have one good friend or more			
I fight a lot. I can make other people do what I want			
I am often unhappy depressed and tearful			
Other people my age generally like me			
I am easily distracted, I find it difficult to concentrate			
I am nervous in new situations. I easily lose confidence			
I am kind to younger children			
I am often accused of lying or cheating			
Other children or young people pick on me or bully me			
I often offer to help others (teacher, parents)			
I think before I do things			
I take things that are not mine from home, school or elsewhere			
I get along better with adults than people my own age			
I have many fears, I am easily scared			
I finish the work I'm doing. My attention is good			

Overall do you think that you have difficulties in any of the following areas, emotions, concentration, behavior or being able to get along with other people?

No.....

Yes- minor difficulties.....

Yes – definite difficulties.....

Yes – severe difficulties.....

If you answered YES, please answer the following questions about these difficulties

How long have these difficulties been present?

- Less than a month.....
- 1-5 months.....
- 6-12 months.....
- Over a year.....

Do these difficulties upset or distress you?

- Not at all.....
- A little.....
- A medium amount.....
- A great deal.....

Do these difficulties interfere with your everyday life in the following areas?

	Not at all	A little	A medium amount	A great deal
Home life				
Friendship				
Classroom learning				
Leisure activities				

Do the difficulties make it harder for those around you (family, friends, and teacher)?

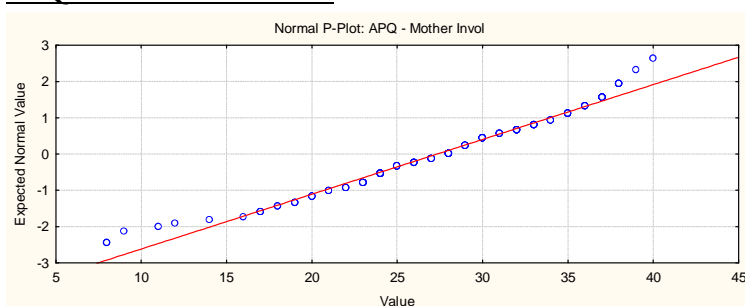
- Not at all.....
- A little.....
- A medium amount.....
- A great deal.....

THANK YOU FOR PARTICIPATING

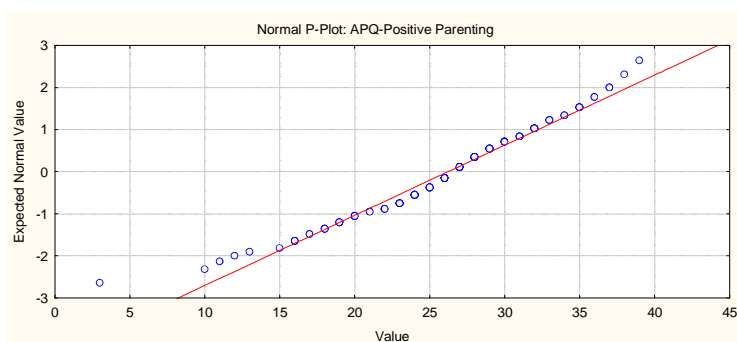


Appendix D – Normal Distribution Graphs

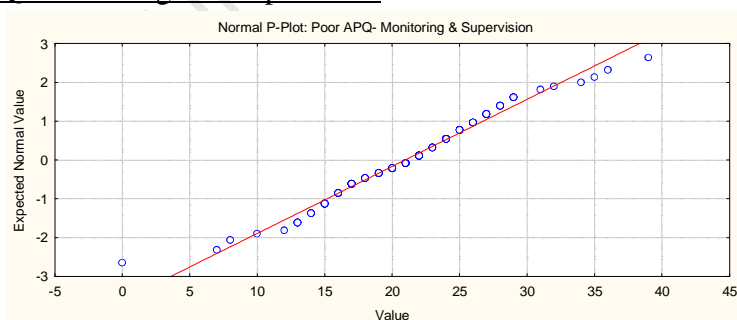
APQ Mother Involvement



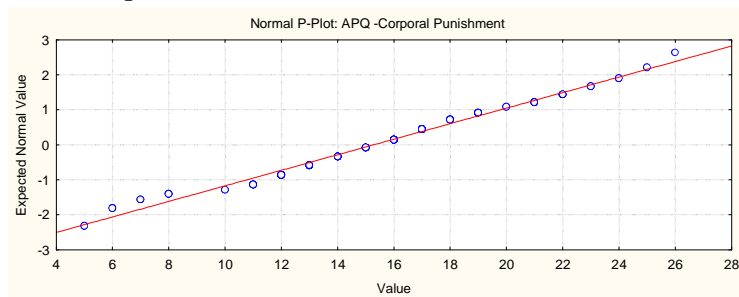
APQ Positive parenting



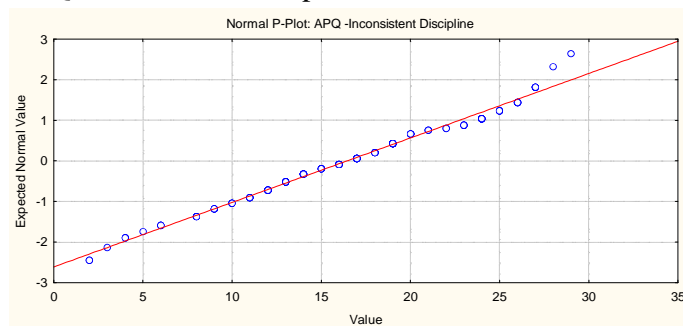
APQ Monitoring and Supervision



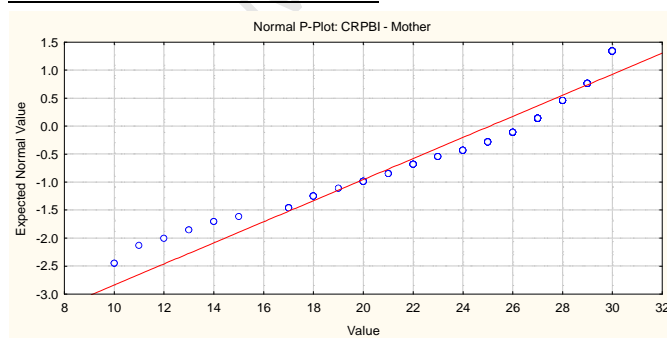
APQ Corporal Punishment



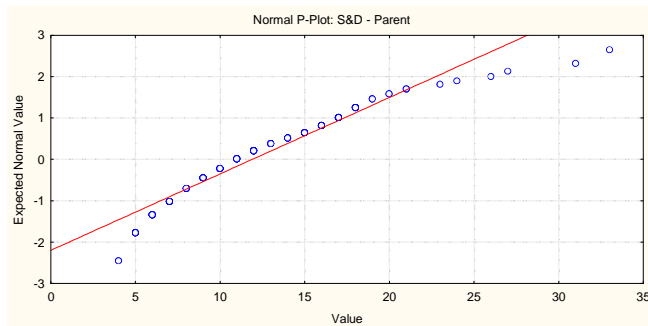
APQ Inconsistent Discipline



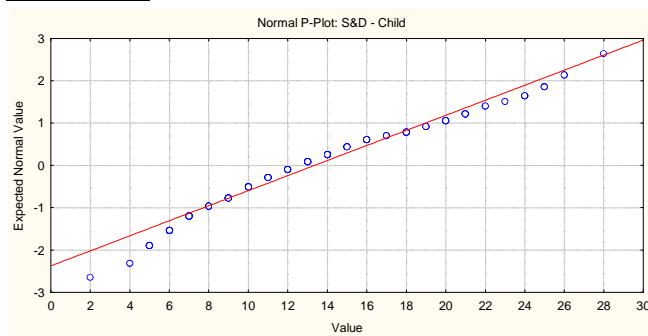
CRPBI –Mother Involvement



S&D –Parent



S&D-Child



Marlowe Crown

